



Our Cultures For a Good Life

# Let's Learn, Let's Play, Let's Dance!

African and Pacific Islander Games and Dance Activities



Appropriate for QLD Primary Aged Children  
(6-8 year olds)





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# **Let's Learn, Let's Play, Let's Dance!**

## **African and Pacific Islander Games and Dance Activities**

**MultiLink Community Services Inc. in collaboration with Griffith University, and ACCES Services Inc.**

Funded by Queensland Health  
Sponsored by  
Logan-Beaudesert Health Coalition  
Supported by Logan City Council

Illustrator: Aaron Pocock





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## Contents

<b>Foreword</b>	<i>i</i>
<b>Preface</b>	<i>ii</i>
<b>Acknowledgements</b>	<i>iii-iv</i>
<b>Introduction</b>	<i>v</i>
<b>Note to teachers</b>	<i>vi</i>
<b>Background information and cultural activities:</b>	
• <i>The Cook Islands</i>	<b>1-3</b>
• <i>Maori, New Zealand</i>	<b>4-8</b>
• <i>Samoa</i>	<b>9-13</b>
• <i>Tonga</i>	<b>14-18</b>
• <i>Burundi</i>	<b>19-23</b>
• <i>Sudan</i>	<b>24-28</b>
• <i>Democratic Republic of Congo (DRC)</i>	<b>29-31</b>
• <i>Ethiopia</i>	<b>32-33</b>
<b>References</b>	<b>34-35</b>



## Foreword

Supporting the health and wellbeing of Queenslanders through eating well and being active is an important endeavour in the current health climate. The Eat Well Be Active campaign was introduced by the Queensland Government to help people achieve and maintain a healthy weight and lifestyle.

Learning how to enjoy a healthy childhood is an important aspect of our cultures. This resource, Let's Learn, Let's Play, Let's Dance, draws on some of the rich cultural heritage within the Logan area to present a range of fun activities for children aged 4-5 years from Africa and the Pacific Islands. It aims to motivate children to come together in active play.

The activities outlined within the resource have been compiled with the assistance of members of the following communities: Burundi, Sudan, Democratic Republic of Congo (DRC), Ethiopia, Cook Islands, Maori culture, New Zealand, Samoa, and Tonga. A map of the location of these countries is shown throughout the pages of this booklet.

Importantly, young people from the different cultural groups were involved in the production of this resource kit. It is an honour to share their cultures with you and we trust that you will find the activities beneficial to the young people in your care.

This resource is one of the products of a larger collaborative project, Our Cultures for a Good Life which assists young children improve their nutrition and physical activity. The project was funded by Queensland Health, and supported by the Logan-Beautesert Health Coalition. We thank the organisations involved in the production of this resource kit: Multilink Community Services Inc., Griffith University, Access Services Inc., and Logan City Council. This resource reflects Queensland Health's commitment to multicultural health while celebrating the region's cultural diversity.

**Logan Beautesert Health Coalition**  
Leaders in Health, Partners in Planning  
*- responding to the community*



## Preface

“Our young people are our future” could be an alternative title for this collection of cultural games, dance and other fun activities.

MultiLink Community Services has been thrilled with the opportunity to participate in the *Eat Well Be Active* campaign. We have also enjoyed collaborating with the other partner and associated organisations in the *Our Cultures for a Good Life* project. This project has achieved many positive community outcomes, many of which are intangible yet still significant in terms of addressing the health and wellbeing of young people in multicultural Logan.

One of the tangible outcomes of this project is this book. *Let's Learn, Let's Play, Let's Dance* is a creative, innovative and culturally responsive educational resource for encouraging and increasing children's physical activity.

The various activities contained in this book also draw attention to Logan's unique cultural mosaic. With over 170 communities living harmoniously within the city boundaries, it is fantastic to have a resource such as this book that opens a window for those outside of Logan to view what we enjoy on a daily basis.

This book therefore has two aims:

- i. To provide teachers and carers with the resources to increase physical activity amongst children.
- ii. To celebrate our diverse cultures.

I take great pleasure in inviting you to make use of this book. I hope that you, the children you nurture and others with whom you choose to share these activities, take as much enjoyment and benefit from this book as we have in its development. In doing so, I urge you to fully appreciate the contribution you are making towards a harmonious, inclusive and diverse society.

**Peter Forday**  
**Multilink Chief Executive Officer**



## Acknowledgements

The completion of this resource kit would not have been possible without acknowledging the following:

- *Queensland Health*, our funding body.
- *Our Cultures for a Good Life* Project Management Team. Thank you for your support.
- *Jo Smith*, Manager at *MultiLink's Child, Youth and Family Services (CYFS)* including the CYFS team. Your guidance and support have made this experience an enjoyable and fulfilling one.
- *MultiLink's Community Engagement and Advocacy Services (CEADS)* team, who's tireless work with communities have been priceless to this endeavor. Thank you.
- *Luke Ilett* and *Katherine Quigley* from *Bugstatic* for your production of the DVD and Audio CD.
- *Aaron Pocock*, illustrator of the cultural games and dance resource book.
- *Owen Green*, from *Brown Plains Printing & Office Supplies*, for the graphic design, overall feedback on the book's layout and the book's production.
- *Esha Shrestha* and *Rachna Pawnday* for editing and providing vital feedback on the resource book.
- *Maureen Kizito*, for translation of Kiswahili lyrics. *Jason Keogh* for assisting with the resource book.
- *Lynn Turner* from *Professional Support Coordinator Qld (PSCQ)* and *Tina Millar* from *Noah's Ark* for your feedback and resources which supported the development of this book.



## Acknowledgements

This resource kit would not have been created without the involvement and support of schools and childcare centres including eight ethnic communities in the Logan area.

We wish to thank community members for their cultural facilitations in schools and childcare centres:

- *Meari, Ivi, Emmanuel Tuaputa and family from the Cook Islands community;*
- *Leah and Atalanie Iumai and Saipai Hough - Lavea from the Samoan community;*
- *Jeanne Ngembe and Salima Muzima from the Congolese community;*
- *Cecilia Ossa and Grace Samuel from the Sudanese community;*
- *Maureen Wilson, Tania Paul, Skye Kaumoana and Fern Kaumoana from the Maori community;*
- *Sylvia Niyonsaba and family including Venantie Niragira, from the Burundian community;*
- *Etsegenet Berihe and Salima Berihe including Aster Gidey from the Ethiopian community;*
- *Katinia Melisa Tuaputa from the Tongan community.*

We express our sincere gratitude for the participation of young people and staff from:

- *Woodridge Area Harris Fields State School;*
- *Woodridge North State School;*
- *Woodridge Primary State School;*
- *123 Grow Child Care Centre, particularly for allowing some of the DVD production to occur in the centre;*
- *C & K Logan City Community Child Care Centre;*
- *Other Woodridge schools and child care centres for their feedback on the initial drafts of the book.*



## Introduction

The purpose of this resource kit is to celebrate multiculturalism within the Logan region by addressing health and wellbeing needs of young people.

With the task of representing a sample of eight cultures and young people between the ages zero to eight years, this book focuses on the universal experience of one's childhood - that of having fun!

We found that similarities exist across the various cultural activities even though these may be named differently in each culture. Each activity has also proved popular among young people and their participation has been instrumental to creating this resource kit.

It has been particularly fulfilling to witness young people identify with and even facilitate their cultural activity in their school. For example, it was exciting to watch a young Sudanese boy explain the Sudanese Baru Game (Seven Stone Game) to his classmates and when a couple of young Samoan girls showcased their knowledge of the Savalivali dance in a Woodridge State School.

On behalf of Queensland Health, Logan-Beautesert Health Coalition, Griffith University, MultiLink Community Services Inc., ACCES Services Inc., and Logan City Council, we are proud to introduce to you *Let's Learn, Let's Play, Let's Dance*. We hope that you enjoy utilising these activities as much as we did creating this resource kit.

**Felket Kahsay**  
**MultiLink Project Officer**



## Note to teachers

*Dear teachers*

*We hope that you find this resource kit an easy tool to use. Resources such as the DVD and audio CD are your personal guide to playing the activity with your students. The aim and design of the resource kit is that you have ownership of these resources. To this end, we hope that we have achieved this objective.*

### **This resource kit contains the following:**

1. *i.* Backgrounds of eight cultural groups.  
*ii.* The corresponding activities pages for each culture.
2. DVD and CD contain audio-visual corresponding to the game or dance. The DVD aims to guide you with instructions to the activity. Once you've mastered the activity, you can use the audio CD to play the activity with your students.
3. Audio-visual symbols are represented at the bottom of the page where the activity is included in DVD and audio CD, found in the back of this book.
4. Tips in the book include:
  - i.* Ideas on making the activities easier or harder in order to increase physical exertion.
  - ii.* Encouraging ownership of the activity and increasing young people's knowledge of culture through creating flags, face masks and resources such as Poi Balls.

**Please note that the DVD format is for use in a Personal Computer (PC).**

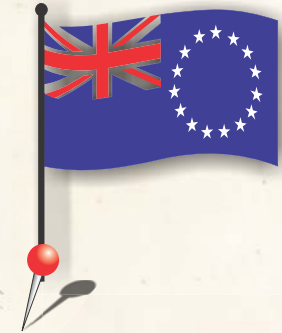


## The Cook Islands

**Kia Orana!**

**Pronunciation: Kia-o-ra-na**

**Meaning: Hello!**



### Background Information:

<b>Location:</b>	A group of 15 islands in the middle of the South Pacific Ocean, between Hawaii and New Zealand
<b>Language:</b>	Maori and English are the official languages spoken
<b>People:</b>	Majority are the Cook Island Maori (Polynesian 87.7%), part Cook Island and Maori (5.8%)
<b>Population:</b>	11,870

#### **\* Ways to introduce the culture:**

- i. Ask young people to locate Cook Islands on the map.
- ii. Assist them to create the Cook Island flag.
- iii. Create or get simple cultural attire such as head and neck lays and hula skirts as required in the activities.

## Cook Island Activity

### Background

*Ra-ka-u* means 'stick' and *Ta-re-ka-re-ka* means 'game'.

*This Cook Islander game requires leg coordination and is fun to play.*

### You will need

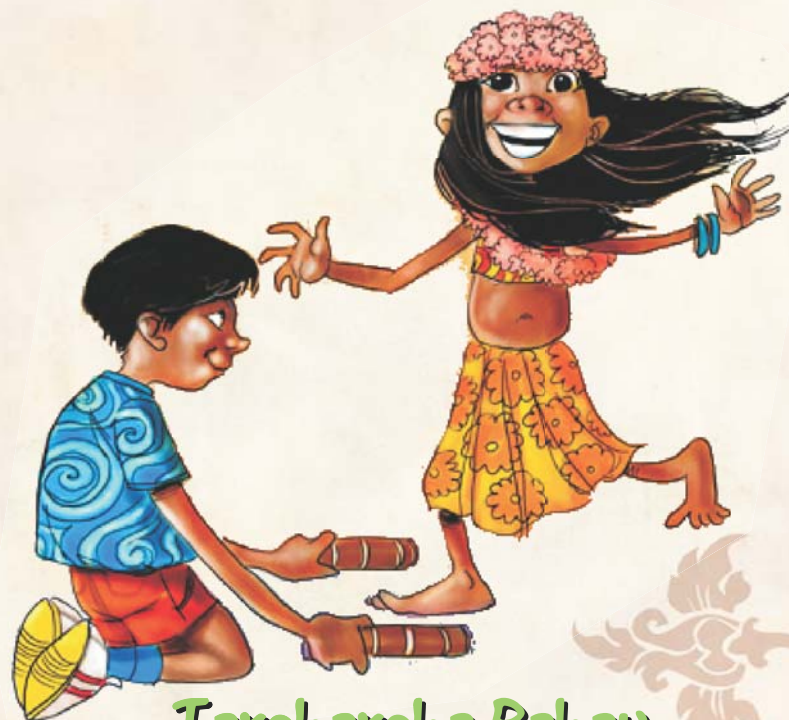
- Two (2) medium-sized sticks
- Any number in pairs (Player A & Player B)
- Indoor/outdoor area

### Instructions

- Player A kneels on the ground and holds two (2) sticks parallel to each other on the ground.
- Player B will place his/her left foot in between the sticks and face Player A.
- Player A taps sticks together, while Player B hops and lifts his/her foot away from the sticks.
- Follow the rhythm in the DVD/ audio CD.
- Repeat the next set of tapping with Player B facing his/her back to Player A and places his/her right foot.

### Tips

- See how many times each player can jump over the sticks and add up the points.
- Speed up the stick tapping.



Tarekareka Rakau



## Cook Island Activity

### Background

*The Cook Island Tarekareka Toka is similar to any commonly played freeze game. Ta-pū means stop!*

### You Will Need

- A drum, music or any resource that makes noise
- Any number of players/participants
- Large indoor/outdoor area

### Instructions

- Place players across one side of the room.
- Players will slowly walk or dance across the room.
- Shout 'Tap ū!', once the music stops.
- The player/s caught moving is/are out and the last player/s to reach across the room wins!

### Tips

- The players must move slowly. If they are not dancing or moving they must rejoin their friends at the starting point across the room.



**Tarekareka Toka**



## Maori culture, New Zealand

Kia Ora!

Pronunciation: Kia-o-ra

Meaning: Hello!



### Background Information:

<b>Location:</b>	Situated in the South Pacific Ocean to the southeast of Australia
<b>Language:</b>	Official languages spoken are English along with Maori
<b>People:</b>	Majority are European (69.8%), followed by Maori (7.9%) Asian (5.7%) and Pacific Islander (4.4%)
<b>Population:</b>	4,213,418

#### \* *Ways to introduce the culture:*

- i. Ask young people to locate New Zealand on the map.
- ii. Assist them to create the Maori and New Zealand flags.
- iii. Create simple cultural attire and resources such as Poi (balls) and sticks as required in the activities page.

# Maori, New Zealand Activity

## Background

*Maori Poi, which means ball, is performed by girls only. This activity is graceful and requires hand coordination when gently swinging the Poi.*

## You will need

- One (1) or two (2) Poi balls for each girl involved in the activity
- Any number of players/participants
- Large indoor/outdoor area

## Instructions

- The participants will swing one (1) Poi with one hand and in circles.
- Follow the activity in the DVD.
- Use the audio CD once the activity is easier to do without the DVD.



Poi Dance



## Maori, NZ Activity

### Tips

- To improve coordination swing two (2) Poi balls with two hands using the same movements as shown in the DVD.
- Poi balls are easy to make.

Please visit 'Making Maori Poi'

<http://www.worldartswest.org/plm/guide/activitypages/artconstruct/poi.shtml>



Poi Dance



## Maori, NZ Activity

### Background

*Ti Rakau is Stick Game in Maori and is culturally appropriate for both boys and girls to participate. While similar to the Cook Island Stick Game, the Maori game involves hand rather than leg coordination.*

### You will need

- Two (2) medium sized wooden sticks per person
- Any number of players/participants
- Large indoor/outdoor area

### Instructions

- Players kneel on the floor holding their sticks and in unison they will perform a series of hand movements.
- No scoring points are required.
- Follow the activity in the DVD.
- Use the audio CD once the activity is easier to do without the DVD.



Ti Rakau





## Maori, NZ Activity

### Tips

- Other resources can be used besides sticks such as rolled up newspapers.
- This game can be played quickly to challenge the players' hand coordination.



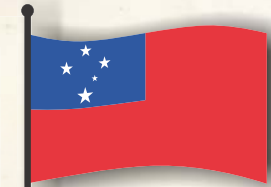
Ti Rakau

## Samoa

**Talofa!**

**Pronunciation: Ta-lo-fa**

**Meaning: Hello!**



### **Background Information:**

<b>Location:</b>	A group of ten islands in the South Pacific Ocean, about half way between New Zealand and Hawaii
<b>Language:</b>	Official languages spoken are Samoan and English
<b>People:</b>	Majority are Samoan (92.6%) followed by Euronesian (7%) and European (0.4%)
<b>Population:</b>	219,998

#### **\* Ways to introduce the culture:**

- i. Ask young people to locate Samoa on the map.
- ii. Assist them to create the Samoan flag.
- iii. Create or use simple cultural attire such as flower lays, learn the Savalivali song as in the activity page.

## Samoan Activity

### Background

*A-ta-i-ae Pa means to 'build something'. The root of this game comes from previously building Samoan houses with materials such as sticks and stones.*

### You will need

- Five (5) empty cans or building blocks and a small hand ball
- Music, drums or any other musical instrument
- Small groups of ten (10) to 12 players/participants
- Large indoor area



### Instructions

- Place all players at the end of the room.
- Play music and players must slowly dance towards an unstacked pile of cans.
- Players need to freeze like a statue, once the music stops.
- If a player fails to freeze like a statue, he/she will have to return to the starting point to start again.
- Once the music starts, players once again move towards the pile of cans.

**A-ta-i-ae Pa**

## Samoan Activity

### Instructions cont'd

- The first player that reaches and touches a can gets to build a tower with that pile of cans.
- Other players must form a line and take turns to knock the tower of cans over with the hand ball.
- Whoever knocks the tower over wins.



Atiae Pa

### Tips

- Ask the players to dance slowly, as they move towards the cans.
- If they are not moving make them go to the back of the line.
- Play some Samoan music in the background to set the atmosphere.

## Samoan Activity

### Background

*Sa-va-li-va-li is a popular and graceful dance which has been modified for young people. Savalivali means 'going for a walk' and this dance involves actions corresponding to words in the song.*

### You will need

- Any number of players/participants
- Large indoor area

### Instructions

- Spread out the participants across the room facing you.
- Follow the activity in the DVD.
- Some simple actions include:
  - i. walking on spot, ii. hand gestures mimicking talking too much, iii. twirling round and round.
- Use the audio CD once the activity is easier to do without the DVD.



## Savalivali Dance



## Samoan Activity

### Tips:

- Get the children to dress up for the dance. Example, boys and girls can wear flower lays, including a flower head band and hula skirt for girls.
- Ask the children to be more creative with the actions.
- Boys can make an action of a muscular boy when dancing to 'Teine manaia means pretty girl'.
- Have a competition for the best dancers and the most creative!



Savalivali Dance

### Lyrics:

**[Repeat each verse 2x]**

1. Sa-va-li-va-li means go for a walk  
**[Action: walking on the spot]**
2. Tau-ta-la-ta-la means too much talk  
**[Action: use hands to show talking while dancing on the spot]**
3. A-lofa ia te oe means I love you  
**[Action: embrace yourself or your partner]**
4. Take it easy fa-i-fai le-mu  
**[Action: follow the DVD]**
5. Ua ma-lie o, 'ave i le ma-lo  
**[Action: follow the DVD]**
6. E le fai so'u lo-to  
**[Action: follow the DVD]**
7. Te-i-ne ma-na-ia means pretty girl  
**[Action: follow the DVD]**
8. Ta'am-il-om-ilo means round and round  
**[Action: twirl around]**
9. Take it easy fa-i-fai le-mu  
**[Action: follow the DVD]**

## Tonga

**Mālō ē lelei!**

**Pronunciation: Mā-lō -ē- le-le-i**

**Meaning: Hello!**



### Background Information:

<b>Location:</b>	An archipelago of 169 islands lying two-thirds of the way between Hawaii and New Zealand, in the South Pacific Ocean
<b>Language:</b>	Official languages spoken are Tongan and English
<b>People:</b>	Majority are Polynesian followed by European
<b>Population:</b>	120,898

#### *\* Ways to introduce the culture:*

- i. Ask young people to locate Tonga on the map.*
- ii. Assist them to create the Tongan flag.*
- iii. Explore what Tongans wear and assist young people to create simple costumes.*

## Tongan Activity

### Background

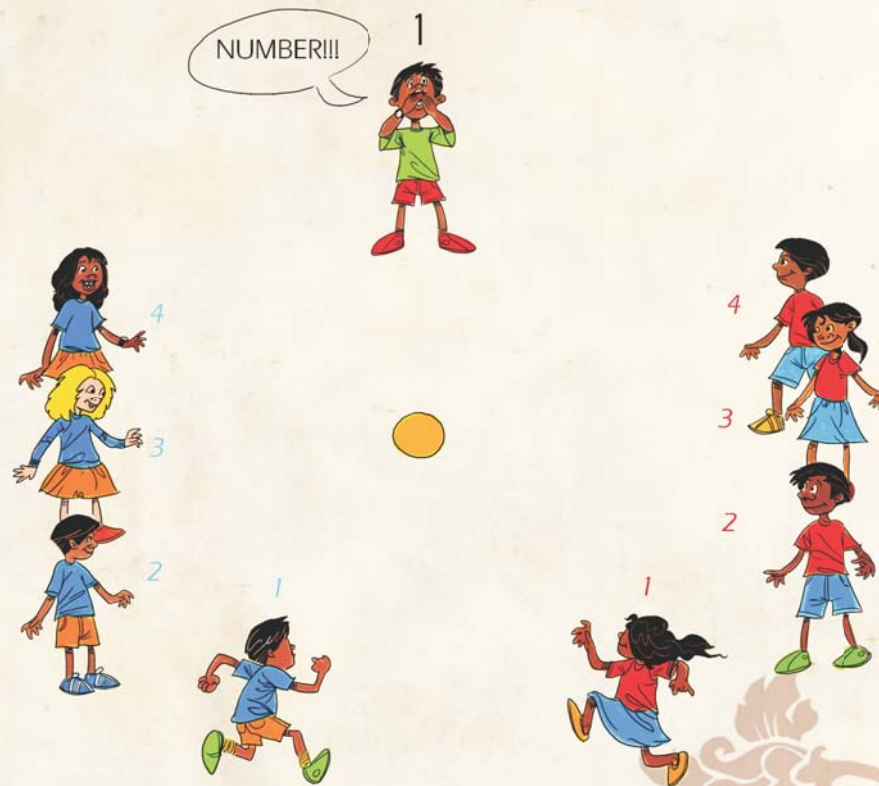
Lo-va means to race and a-ka-u means 'stick'. However this game is played with a small hand ball. On calling out a number, players from both teams have to race to grab the ball. Whoever, grabs the ball and avoids being chased by the opponent scores a point for the team.

### You will need

- One (1) medium sized hand ball
- Large outdoor area
- Ten (10) to 14 players/participants

### Instructions

- Divide ten (10) players into two (2) teams and place them in two (2) lines facing four (4) metres away from each other.
- Place the hand ball in the middle of the court.
- Number each player one (1) to five (5) in both teams.
- Call out any number between one (1) to five (5).
- Players from both teams whose number has been called out must run towards the middle to grab the ball.



Lova ākau

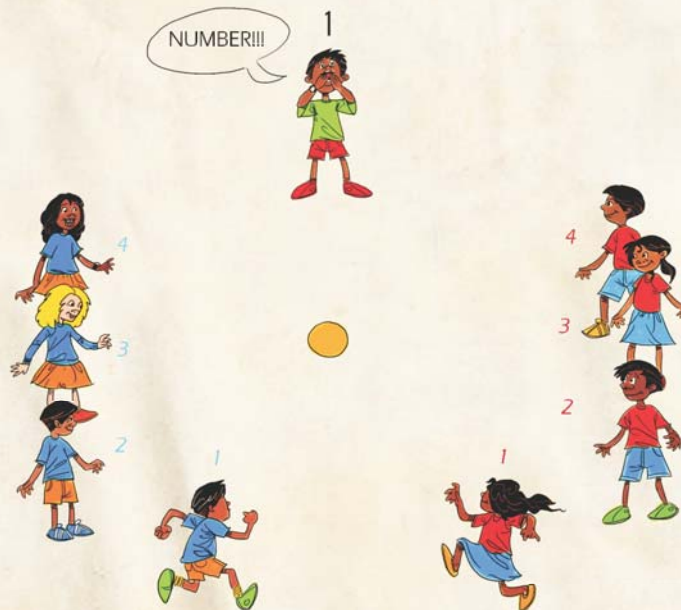
## Tongan Activity

### Instructions cont'd

- Whoever grabs the ball must avoid getting caught by the opposing team player and must return to his/her team.
- If the player holding the ball gets caught then the other team gets a point.

### Tips

- Place the two (2) teams further away from each other in order to increase their physical activity.



Lova ākau

## Tongan Activity

### Background

*There is no real meaning of the word 'Lanitā' in Tongan. However, this activity is popular among Tongan children and is played as two (2) step game.*

### You will need

- One (1) medium sized hand ball
- Large outdoor area
- Four (4) cones to use as markers
- 12-14 players/participants

### Instructions

- Divide 12 players into two (2) teams and place each team five (5) metres away from each other.
- To start the game, place two (2) players from any team.
- If Team B is in the middle of the field and they will face Team A or vice versa.
- Give the hand ball to one (1) of the players in the middle of the court.
- One (1) of the players from the middle will pass the ball to one (1) player from the opposite team, three (3) times, back and forth.
- Each opposing team player will take turns in passing the ball to the group in the middle one at a time while counting up to three (3).



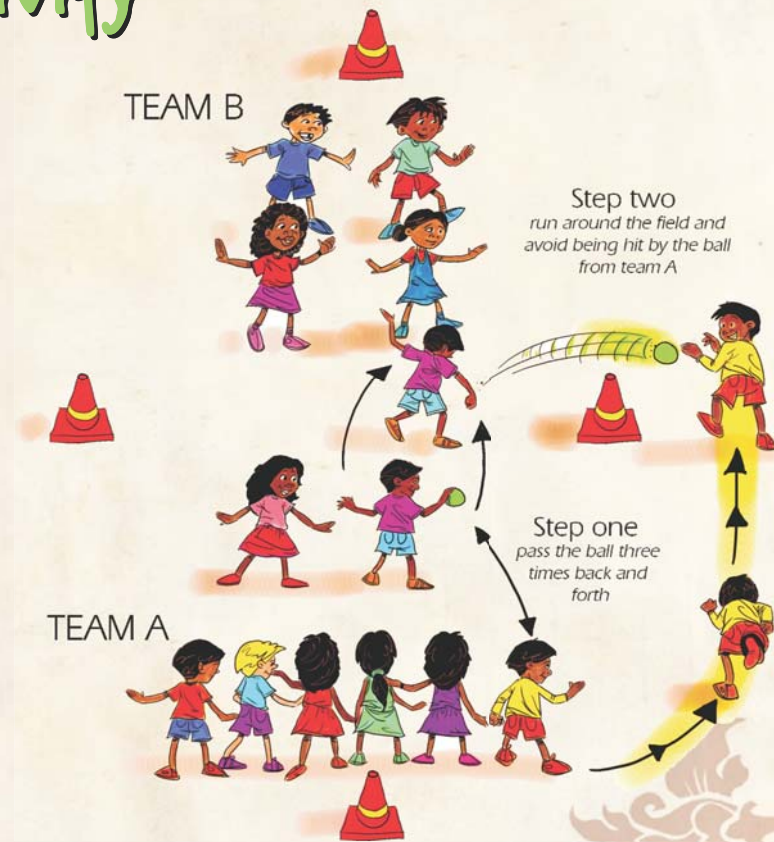
## Tongan Activity

### Instructions cont'd

- Players in the middle who have taken turns passing the ball must aim to throw the ball at the opposing team player.
- If the player in the middle of the court manages to throw the ball at the opposing player then the team throwing the ball gets a point.

### Tips

- Use a soft yet bouncing hand ball for this activity.
- Ask the players to run as fast as they can while dodging the ball.



Lanifā

## Burundi

**N'amahoro!**

**Pronunciation: N'a-ma-ho-ro**

**Meaning: Hello!**



### Background Information:

<b>Location:</b>	Situated in central Africa, bordering Tanzania, next to the Great Lakes region of Eastern Africa
<b>Language:</b>	Official languages spoken are Kirundi and French as well as Swahili in some regions
<b>People:</b>	Majority are Hutu (Bantu) (85%) followed by Tutsi (Hamitic) (14%), Twa (Pygmy) (1%), along with minor settlements of Europeans and South Asians
<b>Population:</b>	8,988,091

#### **\* Ways to introduce the culture:**

- i. Ask young people to locate Burundi on the map.
- ii. Assist them to create the Burundian flag.
- iii. Explore what Burundians wear and assist them to create simple costumes.

## Burundian Activity

### Background

*Ma-ke-re means 'frog' and San-ko-ko means 'rooster' in Kirundi. Aga-ki-no also means game in Kirundi. These games are enjoyable as young people can race each other as frogs or roosters.*

### You will need

- Any number of players/participants
- Large outdoor area

### Instructions

#### Makere—Frog game

- Players must stand in a straight line, spread out and hop like a frog.
- The first player who hops to the finish line is the winner!

#### Sankoko— Rooster game

- Players must stand in a straight line, spread out at one (1) end of the outdoor area.
- Get them to lift one leg like a rooster and hop with the other leg.
- The first player to hop across the finish line is the winner!



Makere



Sankoko

## Burundian Activity

### Tips

- Make sure they are hopping not running.
- If the number of players are large, try splitting them into teams and the first team that crosses the finish line wins!
- Assist them to create frog masks, possibly, brown and green frogs in order to make two (2) teams.



Makere



Sankoko

## Burundian Activity

### Background

*U-ru-ta-ro literally means a basket or something enclosed. However, children play this game as if they are driving an imaginary car.*

### You will need

- A rope long enough for ten (10) to 25 players/participants
- A large outdoor/indoor area

### Instructions

- You need five (5) to ten (10) players pretending to be a car.
- You need two (2) to four (4) children pretending to be gates.
- Tie a knot to the rope to close the circle.
- Form the five (5) to ten (10) children in a single straight line and get the children to hold the rope in their right hand at waist height.
- Place one (1) child as a 'driver' of the 'car'.

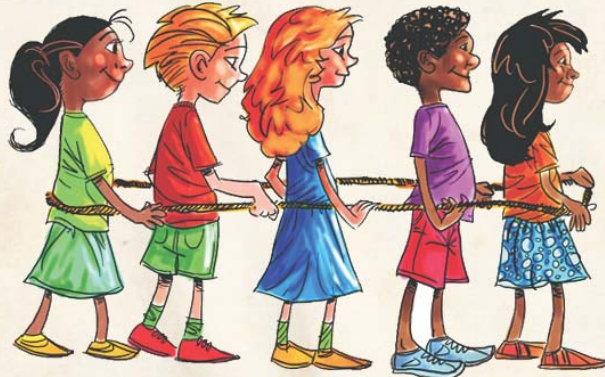


Agakino: Urufaro

## Burundian Activity

### Tips:

- Make sure the children do not charge towards the other children too hard.
- In case there are large numbers of players, divide them into smaller teams.
- Ask the children to come up with ways in which you could change the game and make it more fun.
- Get the children to think of different rules, this helps them take ownership over the game.



Agakino: Urufaro

## Sudan

**Salam Alekum!**

**Pronunciation: Se-lam A-le-kum**

**Meaning: Hello!**



**Location:**

Situated in north-eastern Africa between Egypt and Eritrea

**Language:**

Official languages spoken are Arabic and English

Other dialects such as Nubian, Ta Bedawie and diverse dialects of Nilotic, Nilo-Hamitic and Sudanic languages, are also spoken

**People:**

Majority are black (52%) followed by Arab (39%), Beja (6%) and foreigners make up the remainder

**Population:**

40,218,456

**\* Ways to introduce the culture:**

- i. Ask young people to locate Sudan on the map.
- ii. Assist them to create the Sudanese flag.
- iii. Explore what Sudanese people wear and assist young people to create simple costumes.

## Sudanese Activity

### Background

*The Crocodile in the River game is a Sudanese children's game but sung in English. Children pretend to be crocodiles fighting the elephant. The game was initially aimed at teaching children how to count. However, older children can play this game as a physical activity. The game proceeds to descend from ten (10) crocodiles left swimming in the river to one (1) crocodile remaining or vice versa.*

### You will need

- Music
- Any number of players/participants
- Large indoor area

### Instructions

- All players create a big circle at arm's length of each other.
- Follow the actions to the lyrics on the following page and the music in the audio CD.



Ten crocodiles



## Sudanese Activity

### Instructions cont'd

- Players will jog on the spot in the circle.
- In line with the lyrics the players will jump into the circle and then return to their original spot upon reaching the next set of crocodiles from nine (9) to one (1).



### Ten Crocodiles

#### Tips

- Ask the children to change the animal characters. For example, children can be fishermen with spears fighting the crocodiles.
- Ask the children to jump as high as they can when jumping in and out of the circle.

### Lyrics:

1. Ten (10) cro-co-diles went to the river  
**[Action: players will clap their hands at the beginning of the song]**
2. They are going to fight the elephant
3. In the cro-co, in the cro-co, in the crocodiles  
**[Action: players will jog on the spot in the circle]**
4. In the river, in the river, in the river Nile  
**[Action: players will jump inside the circle]**
5. The number of crocodiles will decrease from ten (10) to one (1)
6. Replace the number in the lyrics and repeat the same actions

## Sudanese Activity

### Background

*Baru— The Seven (7) Stone Game*

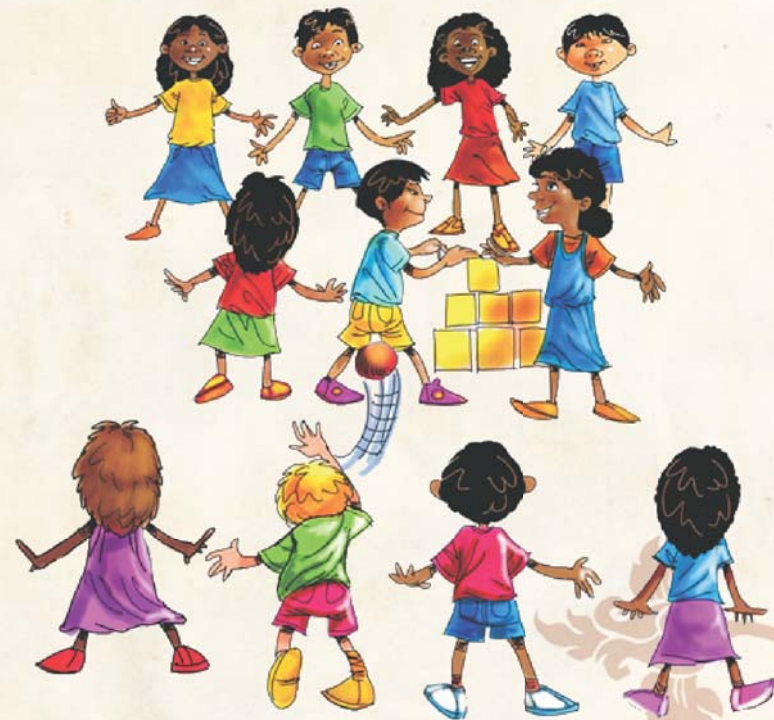
*'Baru' means stones in Sudanese Arabic and this game involves building seven (7) blocks of stones. It is also similar to the Dutch ball game where a group of children will have to avoid being hit by a ball by two (2) groups of children.*

### You will need

- Seven (7) blocks of stones or small sand bags
- A small soft ball the size of a tennis ball
- Large outdoor area
- 15-20 players/participants

### Instructions

- Divide players into three (3) groups of A, B and C.
- Place one (1) group in the middle of field in opposition to the two (2) groups.
- The two (2) groups have to aim the ball at the middle group in order to get them out of the game.
- The middle group needs to quickly pile the seven (7) blocks of stones on top of each other while avoid being hit by the ball and out of the game.
- The team that hits the most players trying to pile the blocks wins the game!



**Baru Game**

## Sudanese Activity

### Tips

- You can use other materials such as hand sized bean bags or blocks to pile on each other.
- Spread out the blocks of stones across in a larger area to challenge the players from piling them quickly.



## Baru Game

## Democratic Republic of Congo (DRC)

**Bonjour!**

**Pronunciation: Bon-jour**

**Meaning: Hello!**



### **Background Information:**

**Location:** Situated in Central Africa, to the northeast of Angola, bordering Zambia

**Language:** Official language spoken is French. Other dialects like Lingala, Swahili, Kikongo and Tshiluba are also spoken

**People:** Consists of 200 Ethnic groups living in DRC, the largest being Bantu followed by four other large tribes such as the Mongo, Luba, Kongo (all Bantu), and the Mangbetu-Azande (Hamitic 45%)

**Population:** 68,692,542

### **\* Ways to introduce the culture:**

- i. Ask young people to locate the DRC on the map.
- ii. Assist young people to create the Congolese flag.
- iii. Explore what Congolese wear and assist young people to create simple costumes.

## Congolese (DRC) Activity

### Background

*Sim-ba means 'lion' and Mu Ka-li means the 'lion is mean'. This is very popular game among younger people, up to six (6) years old and involves role playing as lions and cubs. The two (2) lions pretend to be at war with each other in order to protect their 'cubs' and aim to grab the opposing team's cubs.*

### You will need

- Ten (10) players/participants
- Large indoor area

### Instructions

- Two (2) of ten (10) players will role play as lions.
- Divide the remaining eight (8) players equally and place them in a straight line behind their respective lions.
- Players must stand at arm's length from each other with their arms on each other's shoulders/waists.
- Both lions will try to protect their cubs and at the same time try to grab the cubs from the other team.
- The lions will grab each other's cubs on hearing the cue **'Watoto' wa simba mje which means children of the lion come!**
- The lion who ends up with the maximum cubs, WINS!
- Follow the activity in the DVD.



## Simba Mu Kali



## Congolese (DRC) Activity

### Lyrics:

*Players all respond (hey or eeh!) after each verse. One lion sings these lyrics to his/her cubs.*

[First line repeated x2]

**1. Watoto wangu - eeh!**

My children!

**2. Mimi ni mama yenu - eeh!**

I am your mother

**3. Sina nguvu tena - eeh!**

I have no longer strength!

**4. Ya kuua simba: eeh!**

To kill the lion

**5. Aliua baba: eeh!**

It(lion) killed my father!

**6. Akuua mama: eeh!**

It killed my mother!

**7. Watoto wa simba mje: eeh!**

Children of lion come!



**Simba Mu Kali**

### Order of lyrics sung:

**Verse 1 - 4**

**Verse 1 - 5,7**

**Verse 1 - 6,7**

*\*'Eeh/hey' is an expression and in this scenario the cubs are acknowledging what has been said.*

### Tips

- Encourage safety so children don't get hurt.
- Get the children to make masks.
- Get the children (cubs) to stomp their feet and the other two (lions) to spread their arms and move as quickly as they can to grab the other cubs.
- The team who manages to grab the most amount of children wins!

# Ethiopia

**Teanaste'Ile'n!**

**Pronunciation: Te-ana-ste-Ilen**

**Meaning: Hello!**



## Background Information:

**Location:** Situated in Eastern Africa to the west of Somalia

**Language:** Most people speak Amharic as well as a host of other languages such as Oromigna, Tigrigna, Somaligna, Guaragigna, Sidamigna, Hadiyigna and English

**People:** Majority are Oromo (32.1%) followed by Amara (30.1%), Tigraway (6.2%), Somalie (5.9%) Guragie (4.3%), Sidama (3.5%), Welaita (2.4%) and other (15.4%)

**Population:** 85,237,338

### \* *Ways to introduce the culture:*

- i. Ask young people to locate Ethiopia on the map.
- ii. Assist young people to create the Ethiopian flag.
- iii. Explore what Ethiopians wear and assist young people to create simple costumes.

# Ethiopian Activity

## Background

*Ge-me-d Moog-tat literally means 'tugging the rope' and is also called tug of war in English. This game is popular among Ethiopian children.*

## You will need

- A long rope enough for ten (10) players
- A large outdoor/indoor area

## Instructions

- Players must split into two (2) teams of five (5).
- Teams must face each other, holding on to the rope.
- The team that tugs the rope further towards them, WINS!

## Tip

- Ensure that the players are supervised so that no one gets hurt.



## Gemed Moogtat

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## Audio Tracks

- |   |      |
|---|------|
| 1. Cook Island Tarekareka Rakau by Ivi and Meari Tuaputa and family | 0:50 |
| 2. Maori Poi Dance by Tania Paul, Skye Kaumoana and Fern Kaumoana   | 1:10 |
| 3. Maori Ti Rakau by Tania Paul, Skye Kaumoana and Fern Kaumoana    | 1:26 |
| 4. Samoan Savalivali Dance by Leah and Atalanie Iumai               | 1:33 |
| 5. 10 Crocodiles by Cecilia Ossa                                    | 2:30 |
| 6. Congolese Simba Mu Kali by Jeanne Ngembe                         | 3:00 |
| 7. Congolese Kitambaa Cha mama by Jeanne Ngembe                     | 1:00 |
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Our Cultures For a Good Life

# Let's Learn, Let's Play, Let's Dance!

## African and Pacific Islander Games and Dance Activities

As part of Queensland Health's *Get Well Be Active* campaign, *Let's Learn, Let's Play, Let's Dance!* is a physical activities book which offers interactive, fun and multicultural games and dance resources. This book represents an array of activities from eight African and Pacific Island communities in Logan City. The cultural activities identified in this book would not have been possible without important feedback from Logan primary schools and child care centres including a collaboration of various organisations. The book's messages are simple: young people can achieve good health and their childhood experiences are similar-it is about having fun!



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